The acquisition of the Dutch quantitative pronoun ER
Berends, S.; Sleeman, A.P.; Schaeffer, J.C.; Hulk, A.C.J.

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The acquisition of the Dutch quantitative pronoun ER: the role of background language(s)

Introduction
This study looks at transfer from L1 French and L1 English to the L2 Dutch. We specifically look at the ability to judge and imitate morpho-syntactic and semantic structures with the quantitative pronoun ER.

Dutch
French
English

Semantics
presence vs absence
Ik lees ER én en een heleboel
Ik EN is un grand nombre
Ik lees ER de
Ik EN la motié
Ik lees ER de
Ik lees ER de

Semantics
indefiniteness vs definiteness
Ik lees ER én en een heleboel
Ik EN is un grand nombre
Ik lees ER de
Ik EN la motié
Ik lees ER de
Ik lees ER de

Comparison results French-Dutch and English-Dutch

GJT

Comparison results French-English

Materials
Grammaticality Judgement Task
3 experimental conditions (N=30), 15 fillers
Sentence imitation Task
3 experimental conditions (N=12), 8 fillers
Dutch Vocabulary Task, Digit Span, Questionnaire

Participants
L1 Participants
L1 French (N=25), highly advanced, level > B2
L1 English (N=25), highly advanced, level > B2
L1 Dutch (N=25)

Average years of exposure: L1 French (22:1)
L1 English (19:7)

Syntactic

Positive
L1 French
L1 English

Dutch

Comparison results French-English

Discussion
Our predictions were based on Dutch being the L2 for both groups. However, all of the L1 French participants speak English too, and since all participants live in The Netherlands they come into contact with English on a regular basis. This leads to the idea that Dutch is in fact their L3.

By considering Dutch as an L3 for the L1 French group, we implemented the L2 Status Factor (Bardel and Falk 2007) that claims that the L2 acts as a filter, thereby blocking transfer from the L1 at the syntactic level. Thus, the L2 might have a bigger impact on learning the L3 than the L1. In that case we do not expect to find significant differences between the L1 French and L1 English groups.

No significant difference between the L1 French and L1 English groups have been found in the GJT, thereby confirming the L2 Status Factor.

Conclusion
Our goal was to look at the role of L1 French and L1 English on the L2 acquisition of the Dutch quantitative pronoun ER. However, we found that for the L1 English group Dutch is considered the ‘real L2’, and for the L1 French group English should be considered the L2 Dutch and Dutch the L3, thereby confirming the L2 Status Factor.

References and Acknowledgements
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Participants: Based on Full Transfer/Full Access, Schwartz & Sprouse (1994)

väillät, että se on oikea L2. Myös L1 inglanninryhmä joka korostaa, että tehdään L2 ja Dudgeon on ratsukan, joten siihen kiinnitettävät n.3 L2 Status Factor.

Conclusions

References
We would like to thank Tom Roeppe and Jason Rothman for their useful comments and discussion on this research.